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| **Grade: 11** | | **Course: English III** | | | **Unit: Prosperity and Protest (1946 – present)** | |
| **Common Core/Essential**  **Standard #:**  **RI.11-12.2**  **RL.11-12.7**  **RL.11-12.5**  **W.11-12.2**  **SL.11-12.3**  **L.11-12.5** | | **Description:**  This six-week unit, the sixth of six, concludes the exploration of the American experience by addressing literary and nonfiction texts that reflect the challenges and successes of America in the latter half of the twentieth century. It includes a few titles from the twenty-first century as well. The unit traces the flourishing of the American short story and the development of the novel and dramas since World War II. Students will read masters of the southern short story—writers like Eudora Welty and Flannery O’Connor. The unit also explores works by Richard Wright and Ralph Ellison, whose texts expose tensions within the emerging African American literary tradition. The 1960s are rich with both informational and literary works mirroring profound cultural shifts in the American landscape. This unit also emphasizes how the changing political landscape, including the words of leaders like John Fitzgerald Kennedy and Ronald Reagan, shaped the world in which we live. | | | **Instructional Days:**  6 weeks | |
| **Learning Targets:**   * Analyze the development of the short story in post-World War II America. * Trace the development of the “southern gothic” tradition in American literature. * Distinguish between the two distinct views within the African-American literary tradition as represented by Richard Wright and Ralph Ellison. * Explore the nature of African-American literature during the civil rights movement following World War II. * Recognize the emergence of dynamic views represented in literary texts by first- and second-generation Americans. * Explain how the “Beat Generation” challenges traditional forms and subjects in literature. * Identify multiple postmodernist approaches to critical analysis of literature. * Note the influence that postmodernism has had on the “common reader.” | | | **Recommended Resources:**  Prentice Hall Literature The American Experience  Rookies Guide to Research  Vocabulary for the College Bound | | | |
| **Essential Terminology:**  Postmodernism  ontology  epistemology  Surrealism  existentialism  utopia  dystopia  Beatniks/the beat generation  minimalism  non-linear narratives  parody  pastiche | | | **Online (only links specific to this standard):** | | | |
| **Essential Readings:**  Short Stories  “Petrified Man” (Eudora Welty)  “A Good Man is Hard to Find” (Flannery O’Connor)  “The Swimmer” (John Cheever)  “A Small, Good Thing” (Raymond Carver)  “Flying Home” (Ralph Ellison)  “The Man Who Was Almost a Man” (Richard Wright)  “A & P” (John Updike)  “Where Are You Going, Where Have You Been?” (Joyce Carol Oates)  Plays  Death of a Salesman (Arthur Miller)  A Streetcar Named Desire (Tennessee Williams)  Novels  Invisible Man (Ralph Ellison)  Native Son (Richard Wright)  Seize the Day (Saul Bellow)  The Catcher in the Rye (J.D. Salinger)  Cat’s Cradle (Kurt Vonnegut)  The Joy Luck Club (Amy Tan)  Love Medicine (Louise Erdrich)  Song of Solomon (Toni Morrison)  All the Pretty Horses or The Road (Cormac McCarthy)  Poems  “Sestina” (Elizabeth Bishop)  “The Fish” (Elizabeth Bishop)  “One Art” (Elizabeth Bishop)  “America” (Allen Ginsberg)  “Love Calls us to the Things of This World” (Richard Wilbur)  “Skunk Hour” (Robert Lowell)  “Memories of West Street and Lepke” (Robert Lowell)  “July in Washington” (Robert Lowell)  “The Black Swan” (James Merrill)  “The Octopus” (James Merrill)  “Days of 1964” (James Merrill)  Speeches  “Address to the Broadcasting Industry” (Newton Minow)  Inaugural Address (John F. Kennedy) (January 20, 1961)  “Brandenburg Gate Address” (Ronald Reagan) (June 12, 1987)  Essays  “On Being an American” (H.L. Mencken)  “Seeing” or other essays from Pilgrim at Tinker Creek (Annie Dillard)  “Letter from a Birmingham Jail” (Martin Luther King, Jr.)  Biography and Autobiography  Patton: A Biography (Alan Axelrod) (selections)  The Autobiography of Malcolm X: as Told to Alex Haley (Malcolm X) (selections)  Historical Nonfiction  The Feminine Mystique (Betty Friedan)  Art, Music, and Media  Music  “This Land is Your Land” (Woody Guthrie)  “Where Have All the Flowers Gone?” (Pete Seeger)  “Blowin’ in the Wind” (Bob Dylan)  Media  A Streetcar Named Desire (1951)  A Streetcar Named Desire (1955) | | | | | | |
| **Essential Question:**  How is diversity reflected in the literature of this period?  What is postmodernism?  How had modern technology such as the Internet affected the literature of this period? | | | | | | |
| **Activating Strategy:**  **KWL charts**  **Anticipation guides**  **Post it notes** | | | | | | |
| **Suggested Instructional Tasks:**  Cornell Notes on Postmodernist tenets  Think-Alouds with Postmodern poetry  In-class writing time to draft argumentative essay on the tenets of Postmodernism present in various works | | | | | | |
| **Literacy Component:** Reading  **RL.11-12.5:** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  **RL.11-12.7:** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)  **RI.11-12.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | Writing  **W.11-12.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | | | Listening & Speaking  **SL.11-12.3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | | Language  **L.11-12.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. * Analyze nuances in the meaning of words with similar denotations. |
| **Summarizing Strategy:**  KWL  Exit tickets (3-2-1)  GIST | | | | | | |

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| **Support for Differentiation:**  ELL | EC | AIG  Students can write a novella using the tenets of Postmodernism |

Sample Formative Assessment (aligned to Learning Target):